

The role of tablet technology
in undergraduate teacher
training to promote the
teaching and learning of
pupils with SEND

1

Why Tablets?

- Training received on SE1 sparked discussion
- Replicated in UW to students and staff
- Need to identify best practice/innovation
- Findings can be disseminated in taught sessions

What were the questions?

- To find out how tablets are used within SEND schools
- To find out what the advantages/disadvantages of tablets in the classroom are
- To find out how tablets could be used more effectively to increase outcomes

Methodology

- Ethics
- Quantitative data
 - Questionnaires
- Qualitative data
 - Questionnaires
 - Interviews

Challenges

- Children's questionnaires:
 - parents have other priorities
 - majority of children not able to complete independently
- Time pressures:
 - SE2 – needing to keep a focus
 - SEND setting – so many changes to the day
 - Always important to respond to children's needs – not always able to follow through plan

Results from Teacher Questionnaire

Uses	% of staff
Internet searches	100.0%
Game apps	75.0%
Use of camera/video	100.0%
Productivity apps e.g. Book Creator	62.5%
In conjunction with the IWB to share pupils' work	50.0%

Results from Teacher Questionnaire


Skills developed	% of Staff
Facts	100%
Independence	100%
Collaborative Learning	12.5%
Resilience	12.5%
Problem Solving	62.5%
Analysis	0%
Logical reasoning	50%
Synthesis of new knowledge	62.5%

Key findings

- Tablets are **most frequently used** for internet searches and to capture images
- The least used feature of tablets is to connect with the IWB to implement AfL
- Teachers identified certain key skills which the tablets are most effective in promoting:
 - **Gathering facts**
 - **Independence**
- Teachers identified certain key skills which the tablets are less effective in promoting:
 - **Collaborative learning**
 - **Resilience**
 - **Logical reasoning**

Conclusion

- Features of the tablets are being used to good effect but these features are available with much cheaper resources e.g. digital cameras, hand-held gaming devices
- The more sophisticated features available, of using software/hardware to link to the IWB to embed AfL, could be used more regularly in lessons
- Using the tablets in this manner could help develop the key skills which the tablets are currently identified as being less effective in promoting (collaborative learning, resilience and logical reasoning)
- These skills are particularly needed for adulthood and need to be developed at every opportunity



Many thanks to Karen Blackmore, Andrea Holloway and Colin Howard, for Working in Partnership with me on this interesting and enlightening project, providing me with support, challenge and encouragement.